

Robinson G

1896=97

PUBLIC SCHOOLS.

Palmer, Mass.

1896=97

PUBLIC SCHOOLS.

Palmer, Mass.

School Committee, 1896-7.

WILLIAM A. BRECKENRIDGE, Chairman.
WALTER H. SMALL, Secretary and Superintendent.

SUPERINTENDENT'S OFFICE:—High School Building.
OFFICE HOURS:—8 to 8.30 daily, 9 to 11 Saturdays.

WILLIAM A. BRECKENRIDGE,	Term expires 1899.
C. H. HOBBS,	" " 1899.
FRANK A. RUGGLES,	" " 1897.
LEWIS R. HOLDEN,	" " 1897.
*REV. WILLIAM H. HART,	" " 1898.
*REV. H. F. MOULTON,	" " 1898.

Regular meeting of the School Committee at 3 p. m. on the Monday before the last Friday of each month.

BILLS:—All bills must be in the hands of the Superintendent on or before the above day.

TRUANT OFFICERS.

O. W. STUDLEY,	Depot.
WILLIAM PRAIRE,	Three Rivers.
JOHN F. LUMAN,	Thorndike.
C. E. SHUMWAY,	Bondsville.

JANITORS.

H. L. GRAY,	Depot.
WILLIAM PRAIRE,	Three Rivers.
H. T. BISHOP,	Thorndike.
C. E. FULLER,	Bondsville.

*Resigned.

Calendar.

SCHOOL YEAR, 1897-8.

HIGH SCHOOL.

Winter term began Dec. 28, 1896 ; ends April 9, 1897.
Summer term begins April 20, 1897 ; ends June 25, 1897.
Fall term begins Sept. 7, 1897 ; ends Dec. 24, 1897.
Winter term begins Jan. 3, 1898 ; ends April 1, 1898.
Summer term begins April 18, 1898 ; ends July 1, 1898.

OTHER SCHOOLS.

Winter term began Dec. 28, 1896 ; ends April 2, 1897.
Summer term begins April 20, 1897 ; ends June 25, 1897.
Fall term begins Sept. 7, 1897 ; ends Dec. 24, 1897.
Winter term begins Jan. 3, 1898 ; ends April 1, 1898.
Summer term begins April 18, 1898 ; ends June 24, 1898.

VACATIONS—HIGH SCHOOL.

April 9 to April 20 ; June 25 to Sept. 7 ; Nov. 24 to Nov. 29 ;
Dec. 24 to Jan. 3 ; April 1 to April 18.

OTHER SCHOOLS.

Same as above, except April 2 to April 20 ; and Nov. 19 to
Nov. 29.

HOLIDAYS.

Saturdays, February 22d, April 19th, May 30, Labor Day.

The School Committee's Report.

To the Citizens of Palmer:—The School Committee would respectfully submit the following report of the schools of the town for the year ending March, 1897.

Among the influences that help to build up a prosperous community, none are more effective than good schools.

It should be our aim not only to maintain the schools at their present standard, but we should endeavor to improve them by adopting any course of study or modes of instruction that will be better adapted to meet the needs of the pupils.

It is not always wise, however, to adopt at once every new "fad" that presents itself. The time that our pupils are in school is too short and too precious to be wasted in trying to make a doubtful scheme successful. In school work, as in other matters, it is well to "prove all things and hold fast that which is good."

In order to do successful school work, ample accommodations and necessary school supplies must be furnished.

As the efficiency of the schools depends to so great a degree upon the teachers, none but the best should be employed.

The public school system is organized and maintained for the purpose of educating and training the pupils in them to become true, noble and honored men and women, capable of filling successfully any position of life in which they may be called to act.

The citizens of Palmer have shown their loyalty to the schools by cheerfully and generously appropriating each year the money needed for their support.

SCHOOL ACCOMMODATIONS.

The villages of Bondsville and Thorndike are well supplied with school accommodations. In the latter village a fine, new school building has been erected during the year and has been furnished with all the

modern appliances for school work. What more worthy monument can a town build to perpetuate their memory than a good school building? It shows that the citizens are not living simply for self, but that they are providing the best advantages possible for the children who will take their places when they have passed away.

The inside of the school building at Three Rivers has been repaired so as, temporarily, to meet the requirements of the State Inspectors in regard to heating and ventilation. If schools are to be maintained in this building much longer, for the credit of the town, the outside of it should be painted.

The question of change in the Grammar School building at the Depot Village is simply postponed, but not settled. How long the State Inspectors will wait, time only will tell.

In order to carry out the new programme of High School studies, a room has been fitted up in the High School building for the science department and supplied with apparatus for laboratory work. It is believed that this department will be a valuable addition to the High School course.

The Committee have had under consideration better sanitary arrangements for this building. A plan was prepared, but with the money they had to expend it was decided that nothing that would be satisfactory could be built. If this school continues to increase in numbers, the building in a short time will have to be enlarged. When this is done, a better location could be planned for the sanitariums.

The school building in the Mason district will need considerable repairing. The buildings in the other districts are in a better condition.

TRANSPORTATION.

About three years ago, as some of the district schools had become so reduced in numbers that it was costing much more to educate a pupil in them than in the village schools, the Committee decided to try the experiment of transporting these pupils to the center schools. While it is generally conceded that the educational advantages are superior in the village schools, there were some serious difficulties found in the way of transportation. It was quite a distance for young children to ride in cold weather. The children were expected to meet the team at a given place at a definite time. Some of the

children would be late in reaching the place, and the team would either have to go without them, or, if it waited, all the children would be tardy at school. Whichever course was taken gave occasion for ill feelings to both parents and pupils. Another objection made by the residents of the districts was that by having school facilities so far away it tended to reduce the value of their farms.

At the town meeting in March these objections were presented to the citizens of the town, and it was voted that if the pupils were to be transported to the village schools, the team should go from house to house and take them to school.

A moment's thought will convince one that this plan will not only involve considerable expense, but that it is wholly impracticable, on account of the wide extent and scattered population of the districts.

After full discussion the Committee concluded it best to reopen the schools in Palmer Center and in the Shorley and Forest Lake districts. The buildings in these districts were repaired, teachers appointed, and schools opened in September.

In order, if possible, to reduce school expenses the Committee voted to place the principalship of the High School in charge of the Superintendent of Schools, Mr. W. H. Small.

This change could be done now with less injury to the schools than at any previous time, as the schools of the town have become more thoroughly organized by the effective work of the Superintendent during the last three years.

Thus far the change has proved a success, and if it remains a permanent one money enough will be saved to employ a music teacher for the schools.

Two members of the Committee have resigned their positions during the year—Rev. W. H. Hart, who for six years has given much thought and time in endeavoring to promote the best interests of the schools, and Rev. Mr. Moulton, who served but a few months on account of removal from the town.

A full statement of the finances with much information and many valuable suggestions in regard to the schools will be found in the Superintendent's report.

To the Superintendent of Schools and the teachers the Committee desire to express their gratification for the faithful and efficient work done by them in the schools during the past year.

The Committee would report all known bills paid and a balance in the treasury of \$400 from the extra appropriation for transportation and \$31.92 from the regular appropriation.

It is recommended that the following appropriations be made to support the schools for the coming year :—

Teachers' salaries,	\$13,500.00
Contingencies and Superintendent,	800.00
Fuel,	1,500.00
Text books and supplies,	900.00
Repairs,	400.00
Janitors,	1,000.00
Transportation,	1,500.00
Drawing,	400.00
Total,	<hr/> \$20,000.00

WM. A. BRECKENRIDGE,	} <i>School Committee.</i>
C. H. HOBBS,	
FRANK A. RUGGLES,	
LEWIS R. HOLDEN,	

Report of Superintendent of Schools.

To the School Committee:—

GENTLEMEN:—I have the pleasure of presenting my fourth annual report as Superintendent of your schools.

CENSUS AND GENERAL ATTENDANCE.

Number of children in town May 1, 1896, between 5 and 15 years of age, according to the school census,	1,035
Number between 8 and 14,	686
Number enrolled in all schools,	1,261
Number under 5,	4
Number over 15,	94
Number between 8 and 14,	712
Average membership for the year,	981.88
Average attendance for the year,	913.62
Per cent of attendance,	93.05

The apparent discrepancy between the census (1,035) and the enrolled number in the schools (1,261) is due to the shifting character of a part of the school population. In some of the rooms, in Three Rivers especially, nearly one-half the pupils will have changed by the close of the year. The transition of parents between different mill towns is constantly enlarging the school enrollment.

The average membership and the average attendance are a little higher than last year, while the per cent of attendance remains practically the same.

COMPARISON FOR TEN YEARS.

YEAR.	1887-88	1888-89	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97
Av. membership.	929.7	965.9	980.1	927.	949.	955.5	897.8	919.7	967.5	981.8
Av. attendance...	836.7	888.5	872.5	838.9	851.	866.5	825.1	858.2	900.7	913.6
P. C. attendance.	89.9	89.2	89.	90.4	89.2	90.6	91.9	93.3	93.09	93.05

There is food for reflection in the above table. Of the ten years recorded, the average membership for the past year is the largest except one, and the average attendance is the largest of all. The per cent of attendance has risen from an average of 90 in the seven years from 1887 to 1893 to over 93.1 for the last three years. This means more than can be stated in figures; but something can be gained from the idea that this increase of 3.1 per cent of average attendance gives 30 pupils a full year's instruction in the schools. To put it another way, while from 1887 to 1893 900 pupils out of the 1,000 were in school every day, for the past three years 930 pupils out of the 1,000 have been in school every day. This fuller and more continuance school life means much in the educational growth of the town. Teachers and pupils should be commended alike for this result. The average attendance in the State is 91.8 per cent.

TABLE OF TARDINESS.

SCHOOLS.	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7
*High School.....	.....	.....	82	186	150	97
Palmer.....	577	317	317	478	401	184
Three Rivers.....	322	494	329	303	273	211
Thorndike.....	927	1,145	879	691	136	92
Bondsville.....	264	452	430	179	108	53
Shaw.....	19	closed.	closed.	closed.	.....	.....
Blanchard.....	.....	145	125	closed.	.....	.....
Wire Mill.....	201	258	178	95	75	44
Center.....	176	240	90	200	†54	†51
Mason.....	97	74	75	83	39	0
Shorley.....	54	34	36	99	†12	†37
Whiting.....	.....	33	49	closed.	.....	†33
Total.....	2,637	3,192	2,520	2,314	1,248	802

*Blanks indicate that no registers were found. †One term. ‡Two terms.

The tardiness in all the schools is decreasing in a marked degree. A comparison of the above totals shows that last year the tardiness was only one-third what it was two years ago. The effort has been good all along the line. The habit of punctuality is one of the most valuable that can be formed; it means much in future business life. Palmer pupils seem to be learning the lesson, that it is as easy to be on time as behind time. We hope for a decrease next year.

TABLE OF DISMISSALS.

SCHOOLS.	1893-4.		1894-5.		1895-6.		1896-7.	
	Times Dis-missed.	Hours Lost.	Times Dis-missed.	Hours Lost.	Times Dis-missed.	Hours Lost.	Times Dis-missed.	Hours Lost.
High School.....	1	1	131	187	155	251	130	184
Palmer.....	323	383	472	502	508	495	628	622
Three Rivers.....	195	216	422	468	539	496	550	514
Thorndike.....	227	231	485	338	224	168	176	110
Bondsville.....	291	152	488	221	313	173	533	224
Center.....	167	135	253	188	148	116	99	93
Wire Mill.....	27	15	70	63	74	70	43	34
Blanchard.....	65	40	Closed.	Closed.	.....	.....	.....	.....
Shorley.....	10	6	63	37	13	7	11	20
Mason.....	6	5	7	9	16	22	2	3
Whiting.....	27	28	5	8	.....	.....	8	9
Totals.....	*1,339	1,212	2,396	2,021	1,990	1,798	2,180	1,813

*Two-thirds of the year.

The amount of dismissals still remains large, and it seems almost impossible to diminish it. The two great causes are "music lessons" and "to carry dinners." Both of these are certainly reasonable causes, and pupils are not denied the privilege. The only caution is that the amount of time be reduced to the least possible. If parents will aid in this matter the time lost can be lessened. The interruptions are in some cases serious and the pupil's progress is impeded. When it reaches a stage where the pupil loses ground, the right of dismissal should be taken away. Nothing should abrogate the pupil's birthright—a free education during the legal years, 8 to 14.

ATTENDANCE BY SCHOOLS.

SCHOOL.	Average Membership.	Average Attendance.	Per cent of Attendance.	Enroll- ment.
High.....	75.43	72.94	96.7	69
PALMER—				
Grades 8 and 9....	25.44	24.67	96.9	33
Grades 6 and 7....	33.4	31.48	94.2	29
Grades 4 and 5....	35.88	33.78	94.	30
Grades 3 and 4....	40.9	38.6	94.3	49
Grade 2.....	41.54	38.7	93.1	53
Grade 1.....	43.51	38.52	88.4	90
THORNDIKE—				
Grades 7, 8 and 9..	26.26	24.52	93.5	28
Grades 5 and 6....	31.78	28.15	91.9	41
Grades 4 and 5....	42.86	40.02	93.4	49
Grade 3.....	33.33	31.18	93.5	48
Grade 2.....	45.25	42.33	92.2	49
Grade 1.....	46.82	43.3	92.5	95
THREE RIVERS—				
Grades 7, 8 and 9..	24.37	23.35	95.6	27
Grades 5 and 6....	31.97	29.72	93.5	33
Grades 3 and 4....	43.15	40.09	92.9	64
Grade 2.....	37.38	34.83	93.	50
Grade 1.....	29.88	28.01	93.8	35
	36.22	32.66	89.9	71
BONDSVILLE—				
Grades 7, 8 and 9..	23.34	22.36	95.8	27
Grades 5 and 6....	24.41	23.16	94.8	30
Grades 3 and 4....	40.87	37.79	92.4	44
Grades 2 and 3....	47.39	45.1	95.1	54
Grade 1.....	42.57	38.87	91.	84
DISTRICTS—				
Wire Mill.....	22.68	20.1	88.6	39
Shorley.....	11.16	10.23	91.47	10
Center.....	21.72	20.26	93.2	4
Mason.....	12.47	10.23	82.	21
Whiting.....	9.9	8.66	87.5	5

COMPARATIVE YEARLY COST.

Citizens generally like to see what the town's money is spent for and how the expenditure compares from year to year. To this end the following table has been prepared :—

TABLE OF COST.

	1891-2.	1892-3.	1893-4.	1894-5.	1895-6.	1896-7.
Teachers.....	\$11,134.25	*\$781.64				
Janitors.....	795.00	\$11,789.00	\$11,488.00	\$11,919.00	\$12,518.92	\$12,919.18
		778.71	967.15	969.00	1,013.36	1,052.18
Contingencies.....	503.05	669.20	*748.78			
Supervision.....	533.32	600.00	876.87	420.85	559.80	†1,174.58
Text books and supplies.....	1,340.05	1,122.51	1,530.66	1,591.67	1,600.00	1,050.00
	1,037.40			1,095.17	1,393.40	1,037.26
Repairs.....	*1,784.41	832.30	759.97	1,514.37		*373.24
Fuel.....	1,192.46	1,262.43	1,597.04	*461.42	581.55	964.55
Transportation.....	1,279.63	1,322.40	1,470.60	1,375.68	1,148.91	1,478.67
Drawing.....				1,679.90	1,957.60	1,549.70
				15.00	300.00	409.08
Totals.....	\$19,599.57	\$19,158.19	\$20,689.07	\$21,042.06	\$21,073.54	\$22,008.36
Av. membership..	949	955.5	897.8	919.7	967.5	981.8
Av. attendance....	851	866.5	825.1	858.2	900.7	913.6
Cost per pupil, based on average membership.....	\$20.65	\$20.01	\$23.04	\$22.88	\$21.78	\$22.51
Cost per pupil, based on average attendance.....	23.03	22.11	25.07	24.52	23.39	24.08

*These sums are special appropriations, but are figured in the total school expense.

†This sum includes the special appropriation of \$500 for insurance on the new Thorndike building.

While the sums in each department vary somewhat from year to year, the permanent increase in expense has been mainly in teachers' salaries, including drawing. Good teachers cannot be obtained and retained unless they are paid a fair compensation. The tendency of the whole state is increase in the acquirements and preparation of the teacher, and a higher wage-rate to pay for this increased time-preparation. Palmer should not go to the rear. A general discussion of the school expenses was given in the committee report of 1894-5, and need not be repeated here. That report and this table should be compared.

SCHOOL EXPENDITURES.

Nothing tends to distort public opinion so much as half truths, veiled truths, the repetition of year after year of a statement which some one said was true once, ergo, it must always be true.

It is the right and privilege of all citizens to criticize the schools and the school economy ; nay, more, it is their duty, if the criticism is based on a knowledge of facts, and such criticism is helpful and healthful to school growth. But it is manifestly unfair to base the criticism of school work upon one visit or, as more frequently happens, on street rumor, and it is equally unfair to base criticism of expenditures on partial knowledge of facts and not on comparative knowledge of similar facts in other towns.

The state by its compulsory laws of the past dozen years, has increased school expenses, not only for Palmer, but also for every other town and city. The free text-book law, the increase in the school year, drawing, the rigid law of sanitation and ventilation, high school tuition law, flag law, evening schools, manual training schools in cities of 20,000, new requirements of normal schools, the indirect influence of the superintendents' law, special studies and permissive studies, have all materially added to school cost. From such school reports for 1894-5 and 1895-6 as are at hand, without any selection or discrimination, excluding the cities which nearly all expend more per pupil than Palmer, the following tables are compiled. These amounts include all sums spent for school purposes, including permanent improvements, but excluding new buildings :

YEAR 1894-5.	Total cost.	Average membership.	Average cost per pupil	Average attendance.	Average cost per pupil
Palmer.....	\$21,042.26	919.7	\$22.88	858.2	\$24.52
West Springfield...	22,625.11	1139.1	19.95	1055.8	22.46
Hopedale.....	6,635.03	228.5	29.04	217.8	30.46
Gardner.....	26,526.47	1408.	18.84	1315.	20.17
Greenfield	24,129.34	973.	24.86	923.	26.14
Concord....	21,317.62	715.6	29.83	657.9	32.40
Stoneham.....	21,576.71	946.1	22.80	896.3	24.07
Westfield.....	43,085.28	1592.	27.69	1502.	28.68
Andover.....	21,797.74	895.2	24.34	830.6	26.24
Dudley	6,979.96	309.	22.58	294.3	23.71
Millbury.....	13,588.82	845.	16.08	708.7	17.19
Middleboro	22,600.95	974.	23.20	890.	25.39
Monson.....	11,864.89	579.	20.48	541.	21.93
YEAR 1895-6.					
Palmer.....	\$21,073.54	967.5	\$21.78	900.7	23.39
Warren.....	18,273.80	790.9	23.10	737.	24.79
Northbridge	19,375.02	933.4	20.75	871.9	22.22
Webster.....	14,506.27	590.3	24.57	558.8	25.96
Easthampton.....	17,047.03	738.	23.09	689.	24.74
Spencer.....	27,284.71	1236.6	22.06	1174.9	23.22
Dedham.....	39,622.95	1234.	32.03	1143.	34.66
Provincetown.....	12,184.14	759.	16.05	708.7	17.19
Monson.....	12,167.19	571.7	21.28	525.9	23.11
Gardner.....	33,587.96	1522.	22.06	1400.	23.99
West Springfield...	26,992.61	1185.5	22.76	1103.7	24.45
Ware.....	26,908.48	932.2	28.86	875.3	30.74
Westfield.....	45,213.19	1577.	28.66	1499.	30.16

A study of these tables will show that Palmer spends per pupil about an average amount; neither high nor low; some towns in the state spend over \$50 per pupil.

STATE TABLES.

In the State Board of Education Reports every year, all the towns of the state are compared as to the amount of money raised for the support of schools, including the dog tax, divided by the number of children in town between the ages of 5 and 15, that is, by the school census on May 1st of each year.

In "Money raised for the support of schools" is included wages of teachers, fuel and care of buildings.

For 1894-5 :—

Hull led the state.	Amount per pupil,	\$44.76
Southboro was 20th,	" " "	23.26
Milford was 100th,	" " "	16.59
Palmer was 180th,	" " "	13.82
State average,	" " "	17.23
County average,	" " "	15.10

Here again Palmer neither leads nor is up to the average, in state or county.

TAXATION.

The burden of taxation, however, does not fall equally on all the towns and cities. It causes a higher tax rate to raise \$13.82 per pupil in Palmer than it does \$44.76 in Hull or \$23.26 in Southboro. Yet here again the prevalent idea is erroneous. Palmer does not lead the state in its school tax rate. The State Report of 1894-5 shows :—

1.	Granville, tax rate for schools,	7.75 mills
2.	Hawley, " " " "	7.03 "
3.	West Stockbridge, " "	7.01 "
8.	E. Longmeadow, " "	6.20 "
9.	S. Hadley, " " " "	6.18 "
10.	N. Attleboro, " " " "	5.91 "
14.	Adams, " " " "	5.81 "
17.	Weymouth, " " " "	5.69 "
23.	Palmer, " " " "	5.51 "

This is the same relative position that Palmer held the year before. It is a high tax rate, but it is not the first or second in the State, as is so often stated. The relative position in State and County may be seen from the following tables. They show that Palmer has held an honorable position in both, but at no time has she led either. She has advanced in about the same ratio as the rest of the State.

Palmer's position in County and State, compiled from State Board of Education Reports.

1. Based on school appropriation divided by valuation.

	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3	1893-4	1894-5
Per cent of valuation in mills.....	4 72	4 53	5 04	5 19	5 31	5 15	5 38	5 51
Position in county.....	3	4	2	2	2	3	2	3
Position in state.....	30	48	17	20	20	31	23	23

2. Based on amount raised for each child between 5 and 15.

	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3	1893-4	1894-5
Amount per child.....	\$10.196	\$8.913	\$10.102	\$10.458	\$11.501	\$11.401	\$12.888	\$13.824
Position in county.....	10	17	13	12	9	8	8	8
Position in state.....	224	278	238	224	234	245	220	180

MILL TAX BILL.

Recognizing the fact that school burdens fall unequally, and that the State, which forces these laws on communities, should do something to equalize these burdens and enable the less wealthy towns to carry the laws into effect, without too heavy a strain, a bill is now before the Legislature proposing to place a tax of one mill on all property in the State, to be distributed to the cities and towns in proportion to the average attendance for the year. By this bill the wealthy cities and towns of low tax rate will receive back less than they pay, while the poorer will receive more. That is the wealthy communities' share in the education of the poorer, as the wealthy man without children in a town helps educate the children of his poorer neighbor.

Should this bill become a law, to go into effect next year, Palmer's school tax could be appreciably lightened, and yet more money would be available for school purposes.

To illustrate, Palmer now raises for all ordinary school purposes \$20,000. Under the mill tax bill the state tax would be increased \$2721.48, which she would pay into this general educational fund.

The state would pay back \$7.903 for each pupil as shown by the average attendance for the year preceding. This year it is 931, giving \$7,215.44, or \$4,493.96 more than would be paid to the state. Instead, then, of having to raise \$20,000 the amount could be reduced to \$15,000, and then the \$7,215.44 from the state added, would give more money for school expenses than now, while the tax rate would be lessened about \$1 on the \$1,000, after paying the state tax. Should the tax rate be made a half mill tax the gains would be one-half the above.

HIGH SCHOOL.

The discussion of the High School problem in the last report produced results so much more rapidly than the writer has supposed possible, and so much more thoroughly, that it seems right to place before the citizens in detail the new High School courses and aims, made possible through the change recorded in your portion of the report.

COURSES.

High School courses have three limitations: teaching force, building and equipment, and public sentiment as expressed in the future work of the graduates. The number of graduates going from this schools to higher institutions indicated that public sentiment in the past had demanded that the courses should meet the requirements of these higher institutions, as far as the limitations of building and equipment and teaching force allowed, and such courses, classical and literary, were maintained with much credit.

Technology schools, scientific courses in the colleges, the new normal requirements, and the growing number of pupils, asking for bread but receiving a stone, in the weak, unbalanced three years' course, all demanded equal recognition with the older courses.

If it is right to prepare pupils for classical and literary courses in colleges, it is right to prepare others for the scientific courses, for Technology schools, and above all for the normal schools.

If it is right to do this, it is equally right to prepare pupils of less affluent parents for a life of future usefulness by giving them as broad and sound an English education in the two or three years they may remain in school as the time will allow.

If public sentiment were back of the older courses, as appeared, it were fair to presume it would be back of the newer, as soon as their need was clearly shown.

With these premises new courses were considered to meet all reasonable demands. Added courses demanded that the limits of teaching force and equipment be extended. To accomplish this without extra school expenditure the positions of Superintendent and Principal were combined, saving enough money to employ a science teacher and begin laboratory equipment. Under these enlarged limits the following courses were adopted and put into effect into Sept. 1896 :—

COURSES OF STUDY, PALMER HIGH SCHOOL.

	CLASSICAL.	LATIN-SCIENTIFIC.	ENGLISH; THREE YEARS.
First Year.	<p>Algebra, Latin, English Composition, Greek and Roman History, Elementary Physics,</p>	<p>Algebra, Latin, English Composition, Greek and Roman History, Elementary Physics,</p>	<p>Algebra, Bookkeeping, English Composition, Greek and Roman History, Elementary Physics, Business Arithmetic,</p>
Second Year.	<p>Latin, Geometry, Greek, English History,</p>	<p>Latin, Geometry, English Literature, English History, Chemistry,</p>	<p>Geometry, fall, English Literature, English History, Chemistry, Physiology, winter, Botany, spring,</p>
Third Year.	<p>Latin, English Literature and Composition, Greek, U. S. History, Botany or Geology,</p>	<p>Latin, English Literature and Composition, Advanced Physics, U. S. History, French,</p>	<p>Astronomy, English Literature and Composition, Advanced Physics, U. S. History, Chemistry, Physical Geography, Review Mathematics,</p>
Fourth Year.	<p>Latin, English Literature, Greek, Civics, Review Mathematics,</p>	<p>French, English Literature, Review Mathematics, Civics, Options.</p>	

*Denotes the number of exercises for the year.

Drawing optional.

Declarations and Essays throughout the Course.

EXPLANATION OF COURSES.

The classical course fits for any New England college except Harvard and Yale. Some cities, even, do not arrange their courses to meet the demands of these two universities. This course is intended for those who desire to compete for College A. B. All others are advised not to take it, as experience has proved that most pupils who begin this course without definite aims, after the glamour has worn off, want to change to some other course.

The Latin-scientific course is the main course of the school in number of pupils and in its breadth. It is the course for all pupils who can attend four years, but whose education will end with the high school. Pupils beginning this course, and finding later that they can attend some higher institution, by taking indicated options for the fourth year, may be prepared for all college courses except the classical, for technology schools or for the normal schools.

The English course is intended for those who cannot remain in school four years; it is a good course, but it does not prepare for any institution. Pupils from this course cannot enter the normal schools. It does, however, send pupils out with a good amount of English, science, and history, and forms a good foundation for future self-education. Courses are chosen when pupils enter, with the consent of the parents, and cannot be changed except by consent of the School Committee.

SCIENCE WORK.

Effective science work should be laboratory work. The High School had no facilities for this. The east room, accordingly, was taken and fitted into a good working laboratory. It affords desk-room for twenty pupils to do individual work in physics and chemistry, and has a good beginning in apparatus. It is fairly well equipped for botany work. It is proposed to make this work experimental, physiological rather than analytical. To this end plant life is studied from the seed, through the cycle of life to the seed again, making extensive use of the compound microscope and illustrative drawing.

In the first year at school every pupil is given 120 exercises in elementary physics, because in this age every pupil should know the elements of a subject, which is, in a sense, the basis of all other scientific interest. It is intended to make this work individually

experimental, that each pupil may observe and infer for himself. At present this is not possible from lack of material and working tools, but as these can be gradually increased from year to year out of the regular school funds, this idea can be attained.

The chemistry work is done individually, and in most cases is well done. This work is better equipped than the others, yet it has some limitations which can be removed in time.

Taken as a whole, a good scientific foundation has been laid, which can be built upon gradually until the High School will be as well supplied for science work as any school of equal size and means.

HIGH SCHOOL AND NORMAL SCHOOLS.

The new normal school requirements were printed in the last report. Our High School courses did not meet these demands. Now, everything demanded in the normal preparation except music is provided in our schools. Five High School graduates are attending normal schools, three at Bridgewater and two at Westfield. This is a tendency in the right direction, and it is hoped the good example will be followed by all others who wish to become teachers. The policy of the State is upward in the training of teachers, and successful normal graduates are in good demand at better wages than others. All High School graduates who propose to teach should obtain a normal education.

OTHER SCHOOLS.

The other schools have been following the same general lines as before, trying each year to gain a little on the preceding. Decreased numbers in the upper grades and increased numbers in the lower grades demanded rearrangement of rooms in Thorndike, Three Rivers and Bondsville. Grades 7, 8 and 9 had to be placed in each upper room, and in Three Rivers a part of Grade 4 had to be placed with Grades 5 and 6. While this arrangement does not give a large number of pupils to each room, it does hamper the teachers in their work, and so rapid progress cannot be made as in rooms of the same number, but of two grades.

In Thorndike and Bondsville the experiment of departmental teaching has been tried by the teachers of these upper grades. One teacher takes all the arithmetic for the five grades and all the reading; the other takes all the language and all the geography. By this

means the extra work is divided, teachers can make extra preparation in their subjects, and the classes get the benefit of this thorough concentration. The results are valuable so far as can be determined from a six-months' trial.

ORGANIZATION.

Changes in teachers are comparatively few; this is of great assistance in carrying on lines of work. The High School force was increased by the election of Miss Sara E. Faunce as teacher of the sciences. At Thorndike Miss Parker and Miss Jillson resigned at the close of the year, and Miss Mary K. Norton and Miss Oella A. Thompson were elected to the positions. At Palmer Miss Annie E. Tucker was elected to Miss Brown's position, and in January Miss M. M. Bunnell was elected to Miss Wallace's place. Miss Brown has been detained at home by illness, and Miss Wallace resigned to accept a position in Chicopee. At Three Rivers and Bondsville there been no changes.

By vote of the Committee the district schools were re-opened in September and Miss Mary Whelan was appointed to the Center, Miss Lucy B. Twiss to the Shorley, and Miss Nellie L. Smith to the Whiting. Miss Annie A. Bishop had been appointed previously to the Mason, in place of Miss Berry, resigned.

The list of teachers in detail, with their education, salaries and date of appointment is appended. It may be well to say in general that the spirit of growth is abroad among the teachers. During the past summer fourteen attended the Laurel Park Institution for a week, and two attended the Martha's Vineyard Summer School. This work is purely voluntary and speaks well for their progressiveness.

The teaching force of the town now consists of 32, divided as follows :—

College graduates,	6
College and normal school graduates,	1
Attended college and normal school,	1
Normal graduates,	7
Attended normal schools,	1
Attended normal and graduated training school,	1
Training school graduates,	2
High school and summer schools,	10
Academy or high school only,	3

GRAMMAR SCHOOL GRADUATES.

In June, 1896, for the first time in the town's history, pupils were granted certificates of graduation from the grammar schools and were received into the High School without examination. Appropriate exercises were held in each building, and the following received certificates :—

PALMER.

Etta M. Boright,	Frank A. Burdick,
Forrest N. Whiton,	William M. Goodes,
Lucretia G. Siske,	Etha A. Turner,
Walter B. Small,	Louise F. Hitchcock,
Catherine L. Comstock,	Theresa M. Newman,
Marian G. Loomis.	

THORNDIKE.

George E. McKenzie,	Arthur N. Johnson,
Joseph N. Rouillard,	John E. Hurley,
Julia G. Daley,	Nellie T. Lawlor,
William C. Reilly.	

THREE RIVERS.

Matilda Magee,	Nellie B. Ruggles,
Nettie J. Trickett,	Ella J. Holt,
Grace Holt,	Eva A. Gauthier,
Mary G. Harrington,	Katharine M. Rock,
Frank K. Twiss,	H. Earle Paine.

BONDVILLE.

Florence E. Bond,	Margaret F. Griffin,
Elsie M. Alden,	Christina T. Russell,
Nellie A. Lyons,	William Clifford,
Nellie A. Donovan,	Charles H. Sharratt,
Richard R. Bruce,	John Ferris,
Emma Farr,	Lulu B. Moulton.

Of these, thirty-six entered the High School, forming the largest entering class in its history. Fourteen chose the three years' English course and twenty-two a four years' course.

The generally even preparation and working ability of this class proves that the method is eminently fair, and hence successful. The faithful accomplishment of the work in the grammar schools is a thorough preparation for high school work, and only those who do it faithfully receive certificates. By this means illy prepared pupils who formerly gained admission by examination accidents, and well prepared pupils who were formerly excluded by the same accidents, all find their proper educational level.

PURPOSE OF REPORTS.

A superintendent's report should not only contain such matters of fact as will enable citizens to gain a proper knowledge of schools, but it should also contain such information relative to methods of work, trend of educational thought and educational laws, new and proposed, as will keep its readers abreast of the times, and furnish the reasons why certain things are done now differently than they were "when I went to school."

READING.

Not many years ago reading was considered one of the *ends* of school life; now it is only a *means*. Then the pupil read and re-read his one school reader until it mattered not whether he turned the page or not; he could still read on. Since the advent of the free text book law, as a town can furnish more varied material than parents could be asked to supply, individually, school reading has been greatly changed. It is now a recognized duty of the school not only to give each child the ability to read, but also to train the taste for good reading, to do as much as possible to form good reading habits.

The acquirement of the ability to read is largely mechanical. The child comes to school ear-minded. He has a small vocabulary gained through the ear, alone, from his home, his playmates, and his other associations; almost all of this vocabulary is associated with some object, action, or quality with some connectives gained by imitation. If he never went to school, his stock of words would be enlarged in this way only. When he enters school the first duty is to change this ear-minded vocabulary to eye-minded; that is, to teach the child to recognize the characters called words as standing for the sounds which he knows. To this end objects are used, just as in the life

from which he has come ; as horses and cows cannot be brought to school, toys are used. This is the reason why boxes of toys are found in the primary rooms. They are not playthings furnished the children by a generous Committee, as some seem to think, but are the working tools of this grade for the first months. After he has become sufficiently familiar with the word characters, he is taught to recognize common sounds, consonants, simple vowels, and simple recurring combinations of the two, until he gradually acquires the power of word analysis and can determine from known sounds the pronunciation of new words. When from sufficient practice he has become adept in this he has the full mechanical reading ability and can sound big words and little with equal facility without any of the old-time guessing. This is often paraded as a wonderful acquirement, as if it were the "be all and end all" of the work. This mechanical ability of pronunciation, this sound-reading, is only a means ; through it must come the thought-reading which gives knowledge.

The child must be given abundant material for practice, not one reader, but as many as he can read in the year. Having imparted this mechanical ability, the school should turn its attention largely to taste training and reading habits. This is done by furnishing as soon as ability will allow their reading, nursery rhymes, fairy stories, fables, myths, complete stories and poems, all through the grades.

In addition, poems suited to their years are learned by the children, filling the mind with gems, seed thoughts for the future. The effect on the children is manifold ; it trains their morals, cultivates the imagination, gives inspiration, develops mind and will, the power to put themselves in the place of another, and stimulates true ideals. This has been the aim of the reading lists in the schools for the past three years, and only needs some increase of material in the upper grades to make it complete. This can probably be done this next year.

GEOGRAPHY.

Equally extensive changes are demanded in geography as have been made in the reading. The old-time custom of learning definitions, locating dots on the maps, tracing the crooked course of river lines, and all similar mental gymnastics, are fast being relegated to the rear. The more rational method is to teach the pupils their local

surroundings as geography; the hill, valley, river, brook, pond, with their parts and relations, just as he sees them in his every-day life. The teacher who takes her flock of boys and girls from the schoolroom at 3 o'clock and wanders over some brook-course or some hillside is not on a picnic excursion; the town is not losing money because she and they are not in the schoolroom; rather the town is gaining money for the greater service done the children. They are brought into contact with nature, nature's forces, nature's laws. The children are gaining that knowledge of geography at home which will enable them to interpret the geography away from home. The brook, with its banks and channel and flow and current, its erosion, its valley, and its drainage, is an active miniature of the Amazon or the Mississippi. If the child knows the brook, he can image the river; only under such conditions can he get real knowledge. A study of the weather from day to day and from season to season, with the record kept on proper blanks, gives the ground work for a future study of climate. The study of local soils, how they are arranged, local products, local manufacturing and trading, gives the power to interpret soils, productions and commerce at a later geographical period, with more intelligence than he could otherwise have.

The study of the boundary of the town, county and state opens the meaning of political boundaries as a whole, and he understands that the black lines in his geography which mark the division of Palmer from Ware, or Massachusetts from Connecticut, are not rail fences such as divide men's fields, but are imaginary lines, or, as he calls them, "make believe lines."

Such geography work in the lower grades, supplemented by an expression of the ideas gained, through making sand maps and, later, pulp or putty maps, furnishes the "apperceiving" ideas for the interpretation of future text books, pictures, maps, definitions. It furnishes a unit of fact with which to measure the quantity of printed matter.

Work in the upper grades has been handicapped by a lack of suitable texts. The geography now used is built on the old lines, with a maximum of map study and a minimum of descriptive text. The order should be reversed. Teachers have done all in their power to supply the deficiency, and in some cases have succeeded admirably. Nearly all the teachers' meetings from January to June, 1896, were

devoted to geography points along these lines. The time, however, seems to have come when the question of a suitable book can be met. The present stock of geographies is completely worn out. For two years the smallest possible number of new ones has been purchased, and the others have been worn beyond the point of usefulness. A fresh set of geographies for the pupils must be supplied, either of the old or the new. There are two new books on the market, and a third is promised by summer. From these some selection should be made to bring our material for rational geography work on a par with our neighbors.

In conclusion I can but repeat again my appreciation for the continued cordial support of the Committee and citizens.

Respectfully submitted,

W. H. SMALL, *Superintendent.*

Drawing Teacher's Report.

Mr. W. H. Small, Superintendent of Schools :—

In reviewing the work for the past year general improvement is noticeable. The improvement in clay modelling is perhaps the most noticeable feature of the primary work.

Cutting out pictures of objects, based on the type forms which they are studying from magazines, catalogues, etc., is used here. The educational value of this is very great.

Illustrative drawing for this grade is encouraged. A picture is described to the children, and they are asked to illustrate on paper or on the board, freedom and individuality of thought being the aim. In these ways the children acquire the power of accurate observation.

Supplementary reading has been commenced in some of the schools. The children study the life of an artist in the same way they would the life of a writer. They also study his works whenever it is possible to obtain any of the copies.

As soon as we can obtain the necessary books and pictures we will have systematic work done in this line, commencing with the lowest primary.

The pupils in the higher grades commenced their work in designing this year by making Christmas cards. The pupils showed more than ordinary interest in this work. Some made six or seven designs when they were asked to make one or two.

When drawing was first introduced in the high school it was made elective, with the result two-thirds of the school elected it. This last year, as the daily work for the pupils had been increased, drawing was made entirely optional. And yet three-fourths of the entering class wished to continue the work.

The work for this class has been a review of the perspective principles already studied in the ninth grade.

Advance principles were added, difficult groups were given for studies, designs have been made, and at present they are studying historic art.

The first class in the high school last autumn commenced out-door sketching directly from nature. These sketches were brought into class for criticisms. After the pupils had shown considerable skill in this, the study of light and shade was commenced. The study of design was also begun. The pupils are likewise translating photographs into pen work, a task of considerable difficulty; and yet the pupils have shown a great deal of earnestness in applying themselves to it, some of the pupils who live several miles out of town coming in to do evening work. The enthusiasm of one pupil has carried him even farther than this. He wished to assist with the work for the freshman class, and in order to do it, he has had to make up the other work he thus loses on Saturday.

The course of study for the high school will show what we hope to do in the future.

I wish to thank all with whom I have been associated for their coöperation in the work.

Respectfully,

N. M. MAHONEY, *Drawing Teacher.*

HIGH SCHOOL GRADUATING EXERCISES,

HIGH SCHOOL, PALMER, MASS.

Class of 1896.

Graduation Exercises.

IN THE OPERA HOUSE,

Friday evening, June 26, at 8 o'clock.

PROGRAMME.

Music.....Orchestra

Address—"Influence".....

PRESIDENT ELMER H. CAPEN, OF TUFT'S COLLEGE.

Music.....Orchestra

Class Song.....

Presentation of Diplomas.....

REV. H. F. MOULTON.

"America."

RECEPTION TO INVITED GUESTS.

Music by Palmer Orchestra.

CLASS OF 1896.

Alice May Armstrong,

Fannie Louise Barnes,

Ella Bray,

Walter Haran Brown,

Helen Converse,

Lulu Agnes Dillon,

Ethel Hayden Ely,

Phebe Daisy Hastings,

Ernest Emery Hobson,

Charles Ralph LeGro,

Ola May Northrop,

Charles Leo O'Connor,

John Francis Roche,

William Thomas Sargent,

Jeremiah Francis Sugrue.

Class Motto : *Qui non proficit, deficit.*

TEACHERS.

Name.	Education.	Salary.	Year of ap- pointment.	Experience before ap- pointment.
<i>High School—</i>				
*Walter H. Small....	Dartmouth.	\$1500.00	1896	15 Years
*Anna L. Fisherdict	Mt. Holyoke.	575.00	1893	4½ Years
Grace G. Rickey	Wellesley.	550.00	1895	2 Years
Sara E. Faunce.....	Mt. Holyoke.	500.00	1896	
<i>Palmer—</i>				
*Clara D. Eddy	Randolph Normal School.	570.00	1895	13 Years
*Mertie M. Bunnell..	Cortland Normal.	330.00	1897	7 Years
*Helen L. Robinson.	Palmer High School.	330.00	1886	
*Mabel J. Sedgwick.	Mt. Holyoke.	380.00	1893	1 Year
*Ellen S. Leach....	Monson Academy.	403.75	1890	12 Years
Annie E. Tucker....	Worcester Normal.	380.00	1896	10 Years
<i>Thorndike—</i>				
Mary K. Norton.....	{ Castleton Normal. { Oswego Normal.	546.00	1896	9½ Years
Oella A. Thompson..	{ Johnson Normal. { University of Vermont.	380.00	1896	6 Years
*Effie W. Moffatt....	Palmer High School.	356.25	1891	
Mary E. Murdock....	Academy, 1 year	380.00	1874	
*Annie E. O'Connor.	Palmer High School.	356.25	1890	
*S. Beulah Thayer..	Palmer High School, 1 year.	380.00	1888	
<i>Three Rivers—</i>				
*Helen L. Sweet.....	Oswego Normal School.	546.25	1894	6 Years
*Jennie C. Twiss....	Palmer High School.	356.00	1893	
*Cora B. Clark.....	Palmer High School.	380.00	1890	
*Kate M. Twiss	Palmer High School.	403.75	1891	
Annie B. Crane	{ Hanover High School. { Quincy Training School.	380.00	1892	
<i>Bondsville—</i>				
Dora P. Cleveland...	Mt. Holyoke, Farmington Normal School.	570.00	1894	17 Years
*Josie E. Shea	Westfield Normal School, 1½ years.	356.25	1893	
Emma F. Barney ...	{ Westfield Normal School, 1 year. { North Adams Training School, 2 years.	380.00	1894	4 Years
*Maggie T. Shea.....	Palmer High School.	330.00	1890	
Harriet B. Thayer ..	{ Derby Academy. { Hingham Training School.	3 0.00	1894	2 Years
<i>Districts—</i>				
*B. M. Dowd.....	Palmer High School.	342.00	1892	
Mary Whelan	Westfield Normal.	342.00	1896	3 Years
Nellie L. Smith	Mt. Holyoke.	285.00	1896	
Annie A. Bishop....	Palmer High School.	308.00	1896	2 Years
Lucy B. Twiss	Palmer High School.	285.00	1896	
<i>Drawing—</i>				
Nellie M. Mahoney..	Boston Normal Art School.	400.00	....	8 Years

*These have also taken Summer School courses in methods and private courses in various subjects.

SUMMARY OF EDUCATIONAL LAWS.

In towns of 4,000 inhabitants and over, schools must be kept open at least eight months.

All children between 8 and 14, unless sick, feeble-minded, at an approved private school, or otherwise instructed, must attend the public schools 30 weeks each school year. They must begin within the first month of the fall term. Two weeks absence is allowed. Penalty for each five days excess, except for sickness, \$20.

No child under 13 can be employed "at any time in any factory, workshop or mercantile establishment."

No child between 13 and 14 can be employed until he has attended school 30 weeks of the school year.

No child under 16 can be employed without a certificate from the school authorities.

A child under 14 must present an employment ticket on applying for a certificate.

The father, if living and a resident, must accompany the child, to sign the certificate of age; if not, the mother; if neither father nor mother, the guardian.

Proof of correct age must be furnished if the age certificate does not agree with the school census.

Children must be vaccinated before attending school, but a certificate from a regular physician, saying a child is an unfit subject for vaccination, allows attendance.

No child can attend school from a household in which there is a case of smallpox, diphtheria or scarlet fever. Two weeks after the death, recovery or removal of the patient, the child may return on presentation of a certificate from the attending physician or board of health.

"The last regular session prior to Memorial Day, or a portion thereof, shall be devoted to exercises of a patriotic nature."

Financial Statement.

TEACHERS' SALARIES.

HIGH SCHOOL.

Albert W. Thayer,	\$562.50
Walter H. Small,	900.00
Anna L. Fisherdict,	503.14
Grace G. Rickey,	536.25
Sara E. Faunce,	300.00
Grace S. Blackwell,	50.00
	<hr/> \$2,851.89

DEPOT.

Clara D. Eddy,	\$546.25
Abbie J. Wallace,	285.00
Helen L. Robinson,	370.00
Mabel J. Sedgwick,	370.00
Ellen S. Leach,	393.13
Annie E. Tucker,	230.00
Lizzie F. Brown,	40.00
Mertie M. Bunnell,	86.00
M. Eloise Stone,	87.50
	<hr/> \$2,407.88

THORNDIKE.

Carrie A. Parker,	210.00
Minnie V. Jillson,	140.00
Mary K. Norton,	316.25
Oella A. Thompson,	230.00
Effie W. Moffatt,	346.88
Mary E. Murdock,	370.00
Annie E. O'Connor,	346.88
S. Beulah Thayer,	370.00
	<hr/> \$2,330.01

THREE RIVERS.

Helen L. Sweet,	\$546.25	
Cora B. Clark,	370.00	
Jennie C. Twiss,	338.13	
Kate M. Twiss,	393.13	
Annie B. Crane,	370.00	
Mabel S. Merrill,	126.00	
	<hr/>	\$2,143.51

BONDSVILLE.

Dora P. Cleveland,	555.00	
Emma F. Barney,	370.00	
Josie E. Shea,	346.88	
Maggie T. Shea,	370.00	
Harriet B. Thayer,	370.00	
	<hr/>	\$2,011.88

DISTRICTS.

Bridget M. Dowd, Wire Mill,	\$329.50	
Mary Whelan, Center,	207.00	
M. Eloise Stone, Mason,	32.50	
Annie A. Bishop, Mason,	260.01	
Nellie L. Smith, Forest Lake,	172.50	
Lucy B. Twiss, Shorley,	172.50	
	<hr/>	\$1,174.01
Total paid Teachers,		<hr/> \$12,919.18

CARE OF HOUSES.

Henry L. Gray, Depot,	\$268.00	
William Ryder, vaults, Depot,	10.25	
William Praire, Three Rivers,	195.00	
Daniel Lane, vaults, Three Rivers,	6.00	
Paul Longevin, Thorndike,	50.00	
Harry T. Bishop, Thorndike,	178.93	
John King, cleaning, Thorndike,	6.00	
Charles E. Fuller, Bondsville,	259.00	
John King, cleaning, Bondsville,	10.50	
Albert Walder, Wire Mill,	5.50	
Mrs. Thomas McCarthy,	12.00	
E. Keith, Forest Lake,	10.00	
M. A. Sherman, Mason,	17.00	
Dennis Mahoney, Shorley,	11.00	
Samuel Brown, Center,	13.00	
Total for janitors and cleaning,	<hr/>	\$1,052.18

CONTINGENCIES.

W. H. Small, salary,	\$1,050.00
Frank A. Royce, postage, etc,	26.92
Palmer Water Co.,	30.00
C. B. Fiske & Co.,	89.00
W. H. Small, prepayments,	31.49
J. K. Knox, census,	50.00
Paul Longevin, labor,	16.22
Thorndike Co., supplies,	4.65
A. E. Fitch, insurance,	636.75
E. A. Buck & Co., supplies,	8.10
J. W. Miller, teaming,	4.75
Elmer H. Capen, address,	29.80
John King, labor,	1.80
James Casey, labor,	8.55
Opera House, graduation,	20.00
H. W. McGregory, lettering diplomas,	3.75
D. L. Bodfish, ribbon,	1.00
H. G. Loomis, tables and chairs,	35.10
Daniel Sugrue, labor,	4.13
Maurice McCormack, truant officer,	9.50
A. M. Bond, supplies and labor,	40.64
American Express Co.,	9.75
Edwin P. Ball, plans,	24.00
Opera House, institute,	5.00
John F. Luman, truant officer,	1.95
Bentley L. Rice, care of piano,	3.50
T. D. Potter & Co., supplies,	2.47
S. H. Brown, freight and carting,	9.09
O. W. Studley, truant officer,	5.00
F. J. Barnard, binding dictionary,	1.75
C. E. Shumway, truant officer,	4.13
F. D. Barton, repairing clocks,	2.00
C. L. Holden, supplies,	4.79
Town of Wilbraham, tuition,	24.00
Lewis R. Holden, transportation,	10.00
Frank A. Ruggles, transportation,	15.00
	<hr/>
	\$2,224.58

TEXT BOOKS AND SUPPLIES.

T. H. Castor & Co.,	\$1.32
Oliver Ditson Co.,	6.84
D. C. Heath & Co.,	20.52
MacMillan Co.,	9.85
W. D. Jackson,	12.25
Ginn & Co.,	92.12
W. H. Small,	5.00
Bausch & Lomb,	41.16
Eimer & Amend,	143.36
Geo. S. Perry & Co.,	23.46
Prang Ed. Co.,	49.96
Sheldon & Co.,	13.50
Allyn & Bacon,	14.00
Lee & Shepard,	8.13
Boston School Supply Co.,	32.50
Leach, Shewall & Sanborn,	46.98
Thompson, Brown & Co.,	8.50
American Book Co.,	125.60
W. E. Stone,	14.56
O. W. Studley & Co.,	8.25
Springfield News Co.,	8.10
Forbes & Wallace,	14.48
W. B. Jones,	21.74
J. L. Hammett Co.,	31.48
C. B. Fiske & Co.,	21.65
Standard Thermometer Co.,	7.65
Frost & Adams Co.,	1.25
Cheney Globe Co.,	30.00
Harper & Bros.,	15.12
The Morse Co.,	16.80
Silver, Burdett & Co.,	51.40
Milton Bradley Co.,	12.24
E. E. Babb & Co.,	127.49
	<hr/> \$1,037.26

REPAIRS.

Smith & Anthony Co.,	\$298.22	
F. F. Marcy,	2.72	
Frank A. Ruggles,	99.48	
T. D. Potter & Co.,	110.22	
W. H. Hitchcock,	72.61	
Thorndike Co.,	4.54	
T. M. Walker & Co.,	11.06	
H. R. Paine,	51.39	
C. S. Ruggles,	232.23	
C. N. Ellithorpe,	9.15	
Shaw Bros.,	3.50	
Central Mass. Electric Co.,	52.48	
Dennis Mahoney,	.75	
A. M. Bond,	14.20	
Wm. Praire,	2.00	
	<hr/>	\$964.55

FUEL.

M. A. Sherman,	\$5.00	
J. W. Miller,	96.62	
W. F. Fillmore,	24.00	
J. F. Holbrook,	1,243.68	
T. D. Potter & Co.,	26.00	
C. P. Haynes,	14.25	
J. A. Hamilton,	6.50	
Samuel Brown,	15.50	
Bryan Rourke,	16.50	
Dennis Mahoney,	28.37	
L. C. Snow,	2.25	
	<hr/>	\$1,478.67

TRANSPORTATION.

Geo. D. Mooers,	\$239.50	
John F. Twiss,	306.20	
Wm. S. Whiting,	190.00	
Geo. D. Whiting,	407.00	
Dennis Mahoney,	112.00	
Jerry Shea,	295.00	
	<hr/>	\$1,549.70

DRAWING.

Nellie M. Mahoney,	\$409.00	
	<hr/>	\$409.00

BALANCE ACCOUNT.

<i>Dr.</i>		<i>Cr.</i>
\$13,000.00	Teachers' Salaries,	\$12,919.18
1,000.00	Care of houses,	1,052.18
2,200.00	Contingencies and Superintendent,	2,224.58
700.00	Text books and supplies,	1,037.26
300.00	Repairs,	964.55
1,300.00	Fuel,	1,478.67
2,000.00	Transportation,	1,549.70
400.00	Drawing,	409.00
450.27	Dog tax,	
266.77	Mass. School Fund,	
34.84	Merrick Fund,	
415.66	Tuition receipts, etc.,	
<hr/>		<hr/>
\$22,067.04		\$21,635.12

Balance returned to treasury,

\$431.92

Of this \$400 is the extra amount given to transportation and was not needed, as the district schools were re-opened.

SPECIAL REPAIRS.

THREE RIVERS AND DEPOT GRAMMAR BUILDINGS.

H. R. Paine,	\$ 15.76	
C. S. Ruggles,	332.30	
F. A. Ruggles,	25.18	
	<hr/>	373.24

AUDITORS' REPORT.

We hereby certify that we have examined the books and accounts of the School Committee, and find them correct in every respect.

C. K. GAMWELL, } *Auditors.*
S. H. HELLYAR, }

